DOCUMENT RESUME

ED 079 224 SO 006 152

AUTHOR Abrams, Grace C.; Schmidt, Fran C.
TITLE Propaganda. Social Studies, Language Arts: 6470.06.
INSTITUTION Dade County Public Schools, Miami, Fla.
PUB DATE 72
NOTE 34p.; Authorized Course of Instruction for the Quinmester Program

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS American Studies; Communication (Thought Transfer); *Critical Thinking; Curriculum Guides; Decision Making; Elective Subjects; Grade 7; Grade 8; Grade 9; Learning Activities; Mass Media; News Media; *Propaganda; Publicize; *Social Studies Units; United States History
IDENTIFIERS Florida; *Quinmester Program

ABSTRACT

Types and techniques of propaganda and its effects on American Life are discussed in this elective social studies course for 7th, 8th, and 9th grade students. Since young people today are bombarded with conflicting ideas disseminated through mass media, it becomes imperative that students become more knowledgeable about propaganda and its impact on their lives and on the total culture. In this course the student learns the techniques of propaganda, studies the intent and purpose of the propagandist, and distinguishes fact from opinion and bias from objectivity. The guide is divided into four major sections: 1) course goals; 2) a course content outline; 3) objectives and learning activities; and 4) recommended lists of supplemental reading materials, films, filmstrips, and guides. (Author/OPH)

FILMED FROM BEST AVAILABLE COPY

ED 079224

# AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

SO 006 152

SOCIAL STUDIES
LANGUAGE ARTS

PROPAGANDA
6470.06
6413.08
6443.04
6471.07
5111.31
5112.37
5113.134

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

ED 079224

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

SOCIAL STUDIES
LANGUAGE ARTS

# PROPAGANDA

6470.06
6413.08
6443.04
6471.07
5111.31
5112.37
5113.134

by

GRACE C. ABRAMS
and
FRAN C. SCHMIDT

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1972

DADE COUNTY SCHOOL BOARD

Mr. William Lehman, Chairman
Mr. G. Holmes Braddock, Vice-Chairman
Mrs. Ethel Beckham
Mrs. Crutcher Harrison
Mrs. Anna Brenner Meyers
Dr. Ben Sheppard
Mr. William H. Turner

Dr. E. L. Whigham, Superintendent of Schools
Dade County Public Schools
Miami, Florida 33132

Published by the Dade County School Board

Copies of this publication may be obtained through

Textbook Services
2210 S. W. Third Street
Miami, Florida 33135

# INTRODUCTION

This course of study was written as part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g. pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to, Social Studies, Room 306 Lindsey Hopkins.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: TYPES AND TECHNIQUES OF PROPAGANDA AND ITS EFFECTS ON AMERICAN LIFE. THE COURSE IS DESIGNED TO HELP STUDENTS MAKE DECISIONS BASED ON CRITICAL, OBJECTIVE THINKING.

CLUSTER: GENERAL SOCIAL STUDIES

GRADE LEVEL: 7-9

COURSE STATUS: ELECTIVE

INDICATORS OF SUCCESS: NONE

COURSE RATIONALE: Young people today are bombarded with conflicting ideas disseminated via the mass media. It becomes imperative that students become more knowledgeable about propaganda and its impact on their lives and their total culture.

By learning the techniques of propaganda, the intent and purposes of the propagandist, and by learning to distinguish fact from opinion, bias from objectivity, students will better be able to make decisions based on critical and objective thinking rather than on emotion and prejudice.

It is important that we help students obtain the skills and knowledge that will help them make objective decisions.

COURSE GOALS:

1. THE STUDENT WILL ASSESS HIS PERSONAL VIEWS AND UNDERSTANDINGS OF PROPAGANDA IN AMERICA; AND WILL IDENTIFY THE TYPES AND TECHNIQUES OF PROPAGANDA.

2. THE STUDENT WILL IDENTIFY CONNOTATIVE AND DENOTATIVE WORDS AND MAKE A JUDGMENT AS TO WHAT DEGREE THESE WORDS AFFECT OBJECTIVITY.

3. THE STUDENT WILL TRACE THE DEVELOPMENT AND USE OF PROPAGANDA IN AMERICA'S PAST.

4. THE STUDENT WILL INVESTIGATE CURRENT PROPAGANDA TECHNIQUES AND MAKE A JUDGMENT AS TO THEIR SOCIAL, ECONOMIC AND POLITICAL IMPACT ON AMERICAN CULTURE.

5. THE STUDENT WILL DEVELOP CRITERIA TO UNDERSTAND PROPAGANDA.

COURSE CONTENT OUTLINE:

I. Personal attitudes and understandings

- A. Propaganda
- B. Uses of propaganda
- C. Reasons for propaganda
- D. Types and techniques of propaganda

    1. Name calling
    2. Glittering generalities
    3. Card stacking
    4. Band wagon
    5. Transfer
    6. Testimonial
    7. Plain folks

II. Connotative and denotative words

- A. Effect on objectivity

II. Propaganda in historical perspective

- A. Analysis of history books
- B. Effects of propaganda in history

IV. Current propaganda techniques affecting Americans

- A. Social
- B. Economical
- C. Political

V. Criteria to understand propaganda

- A. Student developed
- B. Application of criteria

GOAL 1: THE STUDENT WILL ASSESS HIS PERSONAL VIEWS AND UNDERSTANDINGS OF PROPAGANDA IN AMERICA; AND WILL IDENTIFY THE TYPES AND TECHNIQUES OF PROPAGANDA.

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
|---|---|---|
| PROPAGANDA | A. The student will exchange ideas about propaganda. | 1. During the first class meeting have the students exchange ideas:<br><br>a. What is propaganda?<br>b. Who uses propaganda?<br>c. Why is it used?<br>d. What effect can propaganda have?<br>e. How does propaganda get people to move or act?<br>f. Do propagandists appeal to our emotions rather than to our reason?<br>g. Is any propaganda good?<br>h. What forces in our society help shape your thinking?<br><br>2. The students may give examples of how propaganda influences their daily lives.<br><br>3. Provide students with a graphic illustration of propaganda. Lead them to believe something which is not true (via one of the techniques in the outline). Analyze together, reasons for their gullibility. |
| TECHNIQUES OF PROPAGANDA | B. The student will learn the techniques of propaganda. | 1. Show the film: Propaganda Techniques (1-00308).<br><br>a. Have the students take notes on the film<br>b. General class discussion of the film<br>c. Techniques shown in the film may be listed on board |
| TYPES OF PROPAGANDA | | 2. Have the students research (in committees or individually) the following types and techniques of propaganda:<br><br>a. Name calling<br>b. Glittering generalities<br>c. Card stacking<br>d. Band wagon |

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
|---|---|---|
| | B. (cont.) | 2. (cont.)<br><br>e. Transfer<br>f. Testimonial<br>g. Plain folks<br>h. Other terms:<br>Casual oversimplification<br>Rationalisation<br>Wishful thinking<br>Tabloid thinking<br>Emotional terms<br>Ambiguity<br>Quotation out of context<br>Cliches<br>Platitudes<br>False analogies<br>Euphemism<br><br>(Sources: Any encyclopedia, Language Arts, Sociology texts and Dictionary) |
| | C. The students will analyze examples of propaganda | 1. Have students bring in or discuss examples of propaganda techniques from the media.<br><br>2. Committees may write and dramatize incidents which portray one of the techniques. |
| 'EHICLES OF PROPAGANDA | | 3. Through a general discussion, the teacher should elicit from the students the following list showing the vehicles of propaganda:<br><br>a. person to person<br>b. printed matter<br>c. schools, churches, organizations<br>d. lobbies<br>e. publicity<br>f. advertising<br>g. art<br>h. motion pictures<br>i. radio, T.V.<br>j. music |

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
|---|---|---|
| | C. (cont.) | 3. (cont.)<br><br>Students will give examples of the above in any manner they wish.<br><br>4. Introduce the class text: Propaganda, Polls and Public Opinion. Have students read and discuss the Introduction. Students may compose their own syllogisms.<br><br>For advanced students use the book: How Words Change Our Lives (The Language of Man Series) Section I.<br><br>5. Have students read part I and II of Chapter III "What is Propaganda?" from the same book in order to re-inforce their understandings of propaganda.<br><br>6. Students might play The Propaganda Game. (With this game students learn the fascinating techniques used by professionals to influence public opinion by learning to recognize band wagon appeals, faulty analogy, out-of-context quotes, rationalization, technical jargon, and emotional appeals.)<br><br>7. Other films available from Dade County: How to Judge Facts 1-00178, Getting the Facts 1-00110 and Do Words Ever Fool You? 1-01216. |
| "GOOD" PROPAGANDA | D. The student will differentiate between "good" and "bad" propaganda. | The teacher (or a good reader) should read the essays: (a) "How to Detect Propaganda" by Clyde R. Miller and "On Reading Propaganda" by E. A. Tenney from Language in Uniform (A Reader on Propaganda) and discuss the following questions with her students:<br><br>1. What is the author's definition of propaganda? |

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
|---|---|---|
| | D. (cont.) | 2. How does the author differentiate good propaganda from bad propaganda?<br><br>3. Point out the similarities and differences between the selections. |
| | E. The students will compile current articles on propaganda. | Using the Reader's Guide to Periodical Literature, the students will locate and summarize current articles on propaganda. Information might be put on 3x5 cards and kept on file for class reference and use. |

GOAL 2: THE STUDENT WILL IDENTIFY CONNOTATIVE AND DENOTATIVE WORDS AND MAKE A JUDGMENT AS TO WHAT DEGREE THESE WORDS AFFECT OBJECTIVITY.

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
|---|---|---|
| PROPAGANDA AND THE USE AND MISUSE OF WORDS. | A. The student will assess how he "feels" about certain issues, people or things. | 1. As propaganda revolves around the use or misuse of words, the student should be aware that words have two kinds of meaning:<br><br>a. Denotative---that which points to, or describes, something real.<br>b. Connotative---that which is suggested or implied in addition to its actual meaning.<br><br>(S. I. Hayakawa in Language in Thought and Action refers to these words as "purr" and "snarl" words.)<br><br>Note to teacher: American Education Publications publishes a booklet, How to Study Workshop which contains several lessons dealing with Jargon and Cobbledygook, Connotations and Color and Figurative Language. The lessons are short enough to be reproduced by the teacher.<br><br>2. The student will take an Emotional Quotient test to determine how he "feels" about the following: (Student should write a descriptive word next to the listing)<br><br>American flag<br>Puppy<br>Dictatorship<br>Vietnam War<br>Welfare<br>Nixon's trip to China<br>Communism<br>Draft<br>Jane Fonda<br>Beattles<br>School<br>Mafia<br><br>Mother<br>Democracy<br>Prisoners of War<br>Fidel Castro<br>Women's Lib<br>Busing<br>Racism<br>Pot<br>Bob Hope<br>Carol King<br>Quinmester<br>"Pig" |

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
|---|---|---|
| EMOTIONAL ATTITUDES AND OBJECTIVITY | A. (cont.) | 2. (cont.)<br><br>a. Have the student determine from his responses which words used were "purr" or "snarl" words. (Teacher will put sampling on board.)<br>b. Students might collect materials (from as many cources as possible) on one or more of the listed topics in order to utilize the information for an activity at the end of this section of the quiz. |
| | B. The student will analyze statements for bias. | 1. The teacher could reproduce from Study Skills and Critical Thinking Bulletin No. 15, 1971, National Council for the Social Studies, page 71-72, an activity which will assist students in recognizing biased statements. Students will be able to recognize statements which are based on emotion rather than reason.<br><br>a. Have several students research the difference between fact and opinion. Perhaps a list of facts and opinions (mixed up) might be presented as a quiz game with one student group challenging another.<br>b. Utilizing Feiffer cartoons, have the student analyze the cartoons. An excellent cartoon appeared in the Miami Herald, Sunday, January 31, 1971.<br><br>2. Using newspapers free from the Miami Herald on request, have the student analyze "Letters to the Editor" for statements based on emotion or prejudice rather than fact. (Note: Newspapers are free only for a two-week trial period--call in September to get trial dates)<br><br>3. Using the free booklet from the Miami Herald: Teaching Reading Skills Through the Newspaper, the teacher might develop some of the activities listed on pages 19-26. (Activities deal with Critical Reading Skills) |

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
|---|---|---|
| | B. (cont.) | 3. (cont.)<br><br>(Note: There is a film entitled How to Read a Newspaper, 1-00133 that can be utilized at this point.) |
| WORDS AND OBJECTIVITY | C. The student will use connotative and denotative words. | 1. Working in groups of two, the student will "sell" to the class by the use of "purr" words:<br><br>a. a product or a thing<br>b. a point of view on a controversial issue<br><br>2. By the use of "snarl" words, the student will "sell" a point of view.<br><br>Note to teacher: Refer to pages 44-47 in Hayakawa's book Language in Thought and Action. This section will give a more detailed description of "snarl" and "purr" words.<br><br>Note: For optional activities of this nature, the student can rewrite news editorials or pages in history to change the point of view. |
| | D. The student will re-assess his feelings about certain issues, people or things. | Utilizing information described under objective A, the student will again take the "Emotional Quotient" test. The student will make a judgment as to whether gathering more facts about a subject can help him become more objective.<br><br>Question: Was there a radical difference in the number of "snarl" and "purr" words used the second time?<br><br>The teacher may want to show the film: How to Read Newspapers, 1-00133, for this section of the quin. |

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
|---|---|---|
| | D. (cont.) | Note: There should be available in the classroom several copies of What Words Do to Us from The Language of Man series, McDougal, Littell and Co. Evanston, Illinois 60104. |

GOAL 3: THE STUDENT WILL TRACE THE DEVELOPMENT AND USE OF PROPAGANDA IN AMERICA'S PAST.

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
|---|---|---|
| HISTORY AND PROPAGANDA | A. The student will examine propaganda in an historical perspective. | 1. The student will discuss the idea that history is nothing more than propaganda.<br><br>The teacher might ask the following questions:<br><br>a. Who writes American History?<br>b. Essentially, do all American History books have the same point of view?<br><br>2. Have the students read Chapter II "The Development of Propaganda" from Propaganda, Polls and Public Opinion, and discuss questions posed at the end of the chapter. |
| TRUTH | | 3. The teacher will read the following quote: "I shall never believe that what is founded on lies can endure forever. I believe in truth."<br>Adolf Hitler<br>Hitler's Secret Conversations. publ. 1953<br><br>Have students discuss: "What is truth?" |
| IS THE PEN MIGHTIER THAN THE SWORD? | B. The student will investigate the writings in history that have led to social change. | 1. Throughout history authors have appealed to the emotions of people to create the climate for change. The students will list author and his writings that have led to social change.<br>(For example: Upton Sinclair and his expose on the meat packing industry, Dorothea Dix and her work with the mentally ill and Jacob Riis and his expose on the slums, etc.)<br><br>2. Throughout history, authors and statesmen have appealed to the emotions of people to perpetuate a "way of life." |

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
|---|---|---|
| | B. (cont.) | 2. (cont.)<br><br>For example: Horatio Alger and the idea of "rugged individualism" and success in the business world; William Randolph Hearst, John Foster Dulles and Teddy Roosevelt stressing the idea of America being the world's policeman.<br><br>3. Show the filmstrip <u>The Literature of Protest</u> (Guidance Associates.)<br>Have the student make a judgment as to the effectiveness of literature as a propaganda vehicle and to analyze what propaganda techniques were used in the filmstrip.<br><br>4. Committees might investigate the use of art, music, posters, slogans, cartoons, movies, etc. throughout history for propaganda purposes. (In order to gain support for a cause)<br><br>Note to teacher: You may want to read parts of <u>The Language of War</u> by Aldous Huxley published in <u>How Words Change Our Lives</u> (Language of Man series)<br><br>a. Students may make a bulletin board display of their findings.<br>b. Students might share music findings with class. (This activity can be used to investigate other areas in history) such as racism, war, civil rights, slavery, etc.)<br><br>5. View the filmstrip, <u>Social Movements: To Change a Nation</u> (Guidance Associates)<br>The student will compare and contrast these four historical movements for social reform with current history textbooks used in your school. |

GOAL 4: THE STUDENT WILL INVESTIGATE CURRENT PROPAGANDA TECHNIQUES AND MAKE A JUDGMENT AS TO THEIR SOCIAL, ECONOMIC AND POLITICAL IMPACT ON AMERICAN CULTURE.

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
|---|---|---|
| AUTOMATION AND TECHNOLOGY EFFECTS ON PROPAGANDA TECHNIQUES | A. The student will compare and contrast propaganda techniques used in the past with those of today. | 1. Have the student compare and contrast propaganda techniques and vehicles used in the past with those used today. (Can be done in chart form)<br><br>2. Discuss:<br><br>a. The impact of automation and technology on mass communications<br>b. Governmental controls on the mass media |
| INSTITUTIONS IN OUR SOCIETY AND OPINIONS | B. The student will cite specific examples of how institutions help mold his point of view. | 1. Have students give specific examples of how parents, schools, churches (temples) and other social agencies present a point of view.<br><br>Examples:<br><br>Parents (choice of peer group friends, attitudes, about success in school, subjects to take, social status, mores, folkways and values.)<br>Organizations (United Fund, Scouts, Volunteer Medical groups, Peace groups, etc.)<br>Churches and Temples (Israel Bonds, Soviet Jewry, abortions, planned parenthood, bible reading in school, tax-exempt property, civil rights, etc.)<br>Schools (success and failure, obedience, cooperation, conformity, American values, etc.)<br>Government (taxes, defense, civil rights, busing, war, peace, foreign policy, loyalty, economic system (capitalism) etc.<br><br>2. List in order of importance the institutions mentioned above as having the most influenece in shaping your points of view. |

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
|---|---|---|
| | B. (cont.) | 3. The student will discuss the following quote:<br><br>"You must adjust...This is the legend imprinted in every school book. The invisible message on every black board. Our schools have become vast factories for the manufacture of robots."<br>by Robert Mitchell Lindner,<br>Must You Conform? Rinehart, 1956<br><br>Note: Teacher may want to read Chapter 3 in Language in Uniform. This chapter deals with educational goals, bias in books, and testing. |
| ADVERTISING | C. The student will give examples of advertising as they affect the American way of life. | 1. Advertising is one of the oldest forms of propaganda. Three basic elements used for selling has been information, persuasion and compulsion.<br>Have student give an example(s) of advertising practices that are affecting the way Americans live regarding:<br><br>a. food<br>b. clothing<br>c. shelter<br>d. recreation<br>e. personal appearance<br><br>2. Have students read Chapter 4 in Propaganda, Polls and Public Opinion. (There are many excellent activities at the end of the chapter.)<br>Advanced students will read Section II of How Words Change Our Lives. (From Language of Man series)<br><br>3. The teacher may tape or reproduce parts of Chapter 4 entitled: "Effective Advertising: The Art of Hidden Persuasion: from Language in Uniform, and have students discuss questions posed at the end of the chapter. |

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
|---|---|---|
| | C. (cont.) | 4. Have the student view from the series: Let the Buyer Beware (EyeGate) the filmstrip: "Everything Is Not What It Appears To Be."<br><br>Discuss the following question:<br>"How does a manufacturer try to get us to want his product instead of one made by another manufacturer that may be similar to his?"<br><br>5. After viewing the filmstrip: "Can You Believe Advertising?" from the same series, the student may discuss the bombardment of slogans, signs, songs, ads, etc. showered on them by advertisers and reach conclusions on how the consumer makes decisions about a product.<br><br>6. The student will research individuals in America (and Federal Agencies) who are helping the public become more aware of fraudulent advertising claims and have communicated the dangers of "hidden persuaders" in advertising.<br><br>For example:<br>Vance Packard<br>Ralph Nader<br><br>7. Have the students write and present ads using emotive (purr) words to "sell" an imaginary product or item.<br>Have the class judge the effectiveness of the advertising "pitch." |

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
|---|---|---|
| | C. (cont.) | 8. General discussion:<br><br>Americans have been accused of being too materialistic in their outlook toward life. Is this concept the result of propaganda or is this a valid belief? |
| PROPAGANDA AND POLITICAL OPINIONS | D. Students will examine viewpoints as to who shapes public opinion regarding politics. | 1. General discussion:<br><br>a. What is an opinion?<br>b. How are political opinions shaped in the United States?<br>c. What impact does public opinion have on events?<br>d. What are public opinion polls?<br>e. Who conducts them?<br>f. How do they decide who to poll?<br>g. How reliable and accurate are polls?<br>h. What effect do polls have on the public?<br><br>2. Have students bring in examples of recent Harris, Gallup and newspaper polls for discussion and analysis. (T.V. polls can be included)<br><br>3. The students may (individually or by committees) conduct a public opinion poll in their community relating to a current political event. Students should set up criteria as to number and types of people to be polled.<br><br>4. Have students read and discuss Chapter V "Opinions, Polls and Candidates" from Propaganda, Polls and Public Opinions. (There are excellent activities listed at the end of the chapter.) |

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
|---|---|---|
| HOW POWERFUL ARE PRESSURE GROUPS AND LOBBIES? | D. (cont.) | 5. The teacher might read the following:<br><br>"During a Congressional Monopoly investigation of the concentration of economic power by the 76th Congress, 3rd Session, Monograph 26, the Committee underscored the fact that the American Newspaper Publishers Association, the National Association of Manufacturers and the American Bar Association have exerted tremendous pressure through lobbies for political and economic influence in American culture."<br><br>6. Have the students hypothesize as to the influence and power the following groups have exerted on Governmental bodies for favorable legislation benefiting their group:<br><br>a. American Medical Association<br>b. National Rifle Association<br>c. American Newspaper Publishers Association<br>d. National Association of Manufacturers<br>e. American Bar Association<br>f. National Education Association<br>g. Farm Subsidy Lobbies<br>h. Common Cause (Citizen's Lobby) headed by John Gardner<br>i. Another Mother for Peace, American Friends and other peace groups<br>j. National Welfare Mothers<br>k. others researched by students<br><br>(This exercise might be examined on a state or local level.) |

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
|---|---|---|
| | D. (cont.) | 6. (cont.)<br><br>Students will cite evidence, supporting or refuting their hypothesis and share their conclusions and generalizations with class.<br><br>7. General class discussion:<br><br>How effective are lobby groups in influencing the lives of Americans?<br>Are lobbies necessary?<br>Are lobbies a negative or positive force in American life?<br><br>8. Have the students or a group of students who might report to the class read Chapter 18, pp. 467-481 "Interest Group Representatives" in American Political Behavior (text - Ginn & Co.)<br><br>Class discussion:<br><br>To what extent do lobbies influence our life?<br>To what extent should lobbies be regulated?<br><br>Note: Other areas of this book may be utilized in this section of the quin at the discretion of the teacher.<br><br>9. The teacher may show the filmstrip: The Third House: Washington Lobbyists at Work (Guidance Associates)<br><br>Class discussion:<br><br>Similar questions as above |

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
|---|---|---|
| | D. (cont.) | 9. (cont.)<br><br>Note to teacher: The following materials should be available in the classroom:<br><br>a. The Lobbyist by Karl Schriftgiesser<br>b. Lobbying by Charles P. Taft (pamphlet obtainable from your local representative. He will send 5 - 10 free copies for classroom use.)<br>c. The Pentagon vs. Free Enterprise by Senator William Proxmire published by Sidney Hillman Foundation 15 Union Square, N.Y., N.Y. 10003 (free) |
| GOVERNMENT INFORMATION AND THE PUBLIC | E. The student will give examples of credibility gaps today. | 1. Have students define the following:<br><br>credibility gap — mass society<br>Military-Industrial Complex — National Security<br>"security leak" — truth<br>gun boat diplomacy — censorship<br>ethics — militarism<br><br>2. Have the students read Chapter 6 "Does the Government Have the Right to Lie? from Propaganda, Polls and Public Opinion.<br>(Advanced students may read Section 4 "Language and Politics" from How Words Change Our Lives (Language of Man Series).<br>Have students report their analysis of the article to class.<br><br>3. Have the students give their examples of the gap that exists today between official government statements and the actual events that take place. |

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
|---|---|---|
| | E. (cont.) | 3. (cont.)<br><br>examples:<br><br>The Pentagon Papers<br>The Anderson Papers<br><br>Curriculum Innovations, Inc. Synopsis, Sept. 13, 1971 devotes issue to the Pentagon Papers.<br><br>4. Class Debate or Panel Discussion:<br><br>Resolved: In a Representative type of Government, the people have a right to know<br>or<br>Resolved: In order to protect the security of the U.S.A. the government has a right to withhold information. |
| CAMPAIGNING | F. Students will analyze campaign speeches and literature. | 1. Have students obtain campaign literature from candidates currently running for office (locally or nationally) and analyze the platform of the candidate for propaganda techniques. (If possible invite candidates for class visit)<br><br>2. Students might place materials and critiques on bulletin board for classroom information sharing.<br><br>3. Students might also do the same type of activities for organizations such as Women's Lib, John Birch Society, Anti-Busing groups, Civil Rights groups, etc. |

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
|---|---|---|
| CENSORSHIP IN A DEMOCRATIC SOCIETY | G. Students will voice their opinions on censorship. | 1. Show the filmstrip: Mass Media: Impact on a Nation. (Guidance Associates)<br><br>Questions for discussion:<br><br>a. What role does the mass media play in forming opinions?<br>b. Who decides what news should be communicated and its order of priority?<br>c. What role should censorship play in the mass media?<br><br>Note: Should be available to students: Public Affairs Pamphlet No. 332 Movies and Censorship |
| UNDERGROUND NEWSPAPERS | | 2. The students may obtain and analyze some local "underground" newspapers in order to determine:<br><br>a. purpose of paper<br>b. types of materials covered<br>c. ownership<br>d. who reads them<br><br>Discussion questions:<br><br>a. What are the propaganda techniques used by the "underground" press?<br>b. Are the techniques the same as the "establishment" newspapers? |

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
|---|---|---|
| PROPAGANDA | H. The student will critically assess the impact propaganda has on American life. | 1. The teacher should read the following quote (or put on ditto)<br><br>"The United States is par excellence a country where public opinion plays an important role, inspiring, orienting and controlling the policy of the nation. Nothing can be achieved or endure without it, and its veto is final. It is characterized by the fact that it is both more spontaneous than anywhere else in the world and also more easily directed by efficient propaganda techniques than in any other country."<br>Andre Siegfried, French economist, historian<br>America at Mid Century, Harcourt<br><br>Discussion: Do you agree or disagree with the idea that America has the most efficient propaganda techniques in the world? Why or why not?<br><br>2. Have the student make a judgment (based on findings and investigations) as to the impact that propaganda has on American life:<br><br>a. socially<br>b. economically<br>c. politically<br><br>This may be done via discussion. committee work, essay, etc.<br><br>3. Optional (If game is available)<br>The student will play the game: Credibility Cap: A Contemporary Citizen's Game, American Publishing Corp., Waltham, Mass. |

GOAL 5: THE STUDENT WILL DEVELOP CRITERIA TO UNDERSTAND PROPAGANDA BASED ON CRITICAL, OBJECTIVE THINKING.

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
|---|---|---|
| UNDERSTANDING PROPAGANDA | A. The student will develop a criteria for understanding propaganda. | 1. Have the students read Chapter 7 "Understanding Propaganda" in Propaganda, Polls and Public Opinion.<br><br>(Excellent activities at the end of the chapter.)<br><br>2. The student may select a current, important news event and compare the news reports in the different media.<br><br>a. List the obvious differences<br>b. Describe the propaganda techniques used<br>c. Which media handled the story most objectively?<br>d. What conclusions can be made from your comparisons?<br><br>3. Have the students conduct a poll or interview a random sample of people in their community in order to determine:<br><br>a. The names of newspapers and magazines read to obtain current event information<br>b. If readers compare one source of information with another source to get a "balanced" view.<br><br>4. Have the students work in committees to develop criteria for dealing with propaganda. Each group will share their criteria with the class. The class will then develop a class criteria based on consensus of the group.<br>(The teacher might want to put the developed criteria in booklet form to be available for different classes studying propaganda) |

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
|---|---|---|
| | A. (cont.) | 5. View the filmstrip, Marijuana: What Can You Believe? from Guidance Associates or any other current, controversial topic in audio-visual form so that the student can analyze it for propaganda techniques.<br><br>6. The student might read an article in a newspaper or magazine containing a by-line (with a point of view) and analyze it for propaganda techniques.<br><br>Note to the teacher: Using the above types of activities, a questionnaire should be devised in order to evaluate students' present understanding of propaganda techniques.<br><br>For example:<br><br>a. Identify the author and his purpose<br>b. Does he give more than one point of view?<br>c. To what emotions does he appeal? Give examples<br>d. What techniques does he use? Give examples<br>e. Was the presentation biased? How?<br><br>7. Optional Activity:<br><br>Have the student bring in an example of biased information and re-write it more objectively. |

| FOCUS | OBJECTIVE | LEARNING ACTIVITIES |
|---|---|---|
| ANALYSIS OF PROPAGANDA | B. The student will examine propaganda in the news today and analyze it by using his developed criteria. | 1. Place the following quote on the board:<br><br>"Through clever and constant application of propaganda people can be made to see paradise as hell, and also the other way round, to consider the most wretched sort of life as paradise."<br>Adolf Hitler in Mein Kampf page 376<br><br>2. Have student discuss the quote and give examples of propaganda today that distorts falsehoods into truths and truths into falsehoods.<br><br>(They may consider the following:)<br><br>a. Television commercials or advertisements<br>b. Political speeches or platforms<br>c. Industry and ecology<br>d. Governmental actions<br>e. News editorials<br><br>3. The student may examine different points of view on a timely issue from Opposing Viewpoint series and attempt to distinguish between fact and fiction:<br><br>a. The Ecology Controversy<br>b. America's Prisons<br><br>4. General Discussion:<br><br>What is Truth?<br>How can people be educated to the pitfalls of propaganda? |

MATERIALS:

I. RECOMMENDED TEXTUAL MATERIALS:


Barron, Joseph and Kratz, Marilyn. Synopsis, "The Pentagon Papers and Freedom of the Press." Evanston: Curriculum Innovations, September 13, 1971.

_____. Synopsis, "Freedom and Responsibility of the News Media." Evanston: Curriculum Innovations.

Mitchell, Malcolm. Propaganda, Polls, and Public Opinion. (Inquiry into Crucial American Problems.) Englewood Cliffs, N.J.: Prentice Hall, Inc. 1970.

Language in Uniform: A Reader on Propaganda. Edited by Nick Ford. N.Y.: Odyssey Press, 1967.

How Words Change Our Lives. (The Language of Man Series) Kenilworth, Ill.: McDougal, Littell & Co.

The Media: Press, Radio, T.V. in a Free Society. Columbus, Ohio: American Education Center.

Teaching Reading Skills Through the Newspaper. Miami, Florida: Miami Herald, 1971.

Study Skills and Critical Thinking. National Council for the Social Studies. Bulletin #15, 1971.

Sociological Resources for the Social Studies. Values in Mass Communication. Boston: Allyn and Bacon, 1972.

Mehlinger, Howard, and Patrick, John. American Political Behavior. N.Y.: Ginn & Co., 1972.

Proxmire, William. The Pentagon vs. Free Enterprise. Sidney Hillman Foundation, #34.

Taft, Charles. Lobbying: What Does It Consist of? Center for Information on America, 1962.


II. ALTERNATE STUDENT AND CLASS MATERIAL:

A. TEXTUAL


Coping with the Mass Media. (The Language of Man Series.) Kenilworth, Ill.: McDougal, Littel & Co., 1972.

MATERIALS: (cont.)

II. (cont.)

The Ecology Controversy. Opposing Viewpoint Series. Available from Social Studies School Service, 10000 Culver Blvd., Culver City, Calif.

America's Prisons. Opposing Viewpoint Series. Same as above.

Crowther, Bosley. Movies and Censorship, Public Affairs Pamphlet No. 332, 1962.

III. RECOMMENDED FILMSTRIPS/RECORDS/GUIDES:

Guidance Associates:

The Third House: Washington Lobbyists at Work. 2 parts
The Literature of Protest. 3 parts
Social Movements: To Change a Nation. 2 parts
Mass Media: Impact on a Nation. 2 parts
Marijuana: What Can You Believe? 2 parts

EyeGate:

Let the Buyer Beware
x-211A Everything Is Not What It Appears to be.
x-211B Can You Believe Advertising?

IV. FILMS:

Dade County Film Library:

| | |
|---|---|
| Propaganda Techniques | 1-00308 |
| [illegible] | 1-00179 |
| Facing the Facts | 1-00110 |
| Do Words Ever Fool You? | 1-01216 |
| How to Read a Newspaper | 1-00133 |

MATERIALS: (cont.)

V. SIMULATION GAMES:

The Propaganda Game. Fort Lauderdale, Fla. Nova Academic Games Project, Nova High School, 1966.

Credibility Gap: A Contemporary Citizen's Game. American Publishing Corp. Waltham, Mass.

VI. SUPPLEMENTAL RESOURCES:

A. BOOKS


Detzer, Dorothy. Appointment on the Hill. New York: Henry Holt, 1948.

Doyring, Karin. Road of Propaganda. New York: Philosophical Library, 1959.

Ellul, Jacques. Propaganda: The Formation of Man's Attitudes. New York: Alfred A. Knopf, 1965.

Felkner, Bruce. Dirty Politics. New York: Norton & Co., 1966.

Free, Lloyd and Cantril, Hadley. The Political Beliefs of Americans: A Study of Public Opinion. New Jersey: Rutgers University Press, 1968.

Hayakawa, S. I. Language in Thought and Action. New York: Harcourt, Brace & Co., 1949.

Kelley, Stanley, Jr. Professional Public Relations and Political Power. Baltimore, Maryland: John Hopkins, 1956.

Key, V. O., Jr. Public Opinion and American Democracy. New York: Alfred Knopf, 1964.

Mollenhoff, Clark. Despoilers of Democracy. The Real Story of How Lobbyists from Business, Irresponsible Bureaucrats, Wiretappers, Influence Peddlers, and Outright Corruptors Are Going to Our Federal Government. New York: Doubleday & Co., 1965.

MATERIALS: (cont.)

B. (cont.)

McLuhan, Marshall. The Mechanical Bride: Folklore of Industrial Man. Boston: Beacon Press, 1951.

Packard, Vance. The Hidden Persuaders. New York: Pocket Books, 1962.

Rivers, William. The Opinionmakers. Boston: Beacon Press, 1965.

Rourke, Francis. Secrecy Versus Publicity. Baltimore: John Hopkins, 1963.

Schriftgiesser, Karl. The Lobbyists. Boston: Little, Brown & Co., 1951.

Smith, Ralph Lee. The Harvain Hucksters. New York: Vail-Ballou Press, 1962.

Tyler, Poyntz. Advertising in America. New York: Wilson, 1959.

Whitaker, Urban. Propaganda and International Relations. California: Howard Chandler, 1960.